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ABSTRACT

This is the final report of the 1974-75 Student Advisory Committee's study of the senior year of high school. The committee's solutions to "senioritis" focus on three areas: the school, the school and the community, and the school and colleges. The school itself can take certain steps to improve the senior year such as providing independent study, student-managed courses, early graduation, and varied courses. Within the community, work-study programs, student intern programs, and student volunteer programs can be provided. Schools and colleges can work together to provide early admission, advanced placement, and credit for college courses. The committee recommends maintenance of the senior year, maintenance of current high school diploma requirements, focus on optional programs, articulation of high school and postsecondary education, the sharing of course evaluation and planning with students, and the encouragement of equal opportunity for non-college-bound students. Appendix A provides an extensive list of sample programs for enriching the senior year. (Author/IRT)

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what should we do with our senior year?

The University of the State of New York THE STATE EDUCATION DEPARTMENT Albany, New York 12234

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EDUCATION

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THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

STUDENT AFFAIRS TASK FORCE

ALBANY, NEW YORK 12234

WHAT SHOULD WE DO WITH OUR SENIOR YEAR?

A Report of the 1974-75 Commissioner's Student Advisory Committee

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1981 THEODORE M. BLACK, A.B., Litt.D., LL.D., Pd.D., D.C.L.
Chancellor ..... Sands Point

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Vice-Chancellor ..... Purchase

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1980 JOSEPH T. KING, LL.B..... Shelter Island

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1981 WILLIAM JOVANOVICH, A.B., LL.D., Litt.D., L.H.D..... Briarcliff Manor

1976 MARY ALICE KENDALL, B.S..... Irondequoit

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1982 LOUIS E. YAVNER, LL.B..... New York

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FOREWORD

Today's young people mature physically earlier, are better prepared academically and are socially more sophisticated than the youth of previous generations. Physiological comparisons show that youngsters in this country attain full growth sooner and reach puberty considerably earlier than their counterparts of 50 years ago. It is generally accepted that today's teen-aged student is more than one grade ahead of where his parents were in academic achievement at the same age.

To give students a voice in educational planning and decision-making, and to enable the Board of Regents, Legislative Commissions, certain State Education Department personnel and myself to become more familiar with the concerns and problems of high school students, I established a Statewide Student Advisory Committee in 1969. The Student Advisory Committee (SAC) is composed of 20 students from all regions of the State. Members of the committee are elected each year by their student bodies in those schools. Each year, 20 schools are identified randomly by computer, with provisions to insure that each region of the State is represented. The committee meets with me in Albany five times a year to reflect student opinion in areas of current concern in the high schools. Since the creation of the Student Advisory Committee, I have discussed with these students many problems and programs of particular interest to secondary schools.

In 1974-75 the Student Advisory Committee analyzed several problems currently facing high school students. The group decided to focus its efforts during that school year on one major educational issue: improving the program of the senior year. They interviewed twelfth grade students concerning the senior year and also visited certain senior year programs in the school districts in their respective regions. Notes were compared at their December meeting in Albany. The Committee, after extensive debate, concluded that there were problems with the senior year program and that in many school districts there were some unusual programs designed especially to meet the interests of seniors.

In the Committee's final report, which was presented to me in June, 1975, the group provided a list of their own recommendations along with descriptions of worthy programs already working in a number of school districts. This publication, which presents the Student Advisory Committee report, may be useful as one source for considering solutions to the problems associated with the senior year. The appendix provides brief descriptions of a number of programs the Committee identified in the State.

I would like to express appreciation to the Committee and to the Student Affairs Task Force for their careful, earnest research on this important subject. It is hoped that this publication will be of value to the growing number of students and educators who are interested in making the senior year a challenging one.

Ewald B. Nyquist
President of the University
and Commissioner of Education

A Note From the Student Affairs Task Force:

The Student Advisory Committee met in the fall of 1974 to discuss some of the major issues confronting high school students in New York State. After a lengthy, animated discussion the group agreed to focus its efforts on a single major concern in-depth, rather than try to cover or touch lightly several educational issues. The topic of greatest concern and interest among the members of the Student Advisory Committee was the change in attitude of students in 12th grade; as one student asked after reviewing the problems, "What do we do with our senior year?"

The problem of "senioritis" and 12th-year lassitude was not new to most members of the committee. They characterized "senioritis" as restlessness, apathy, lack of motivation, anxiety about the future, and inability to concentrate for any sustained period on the work at hand. The Committee was aware that parents, teachers, students and Boards of Education have made efforts to meet the challenge of senioritis by designing a variety of new programs, innovations and options that would appeal to the average high school senior. The Student Advisory Committee unanimously decided to launch a study of their own high schools and several area high school programs, to identify the steps taken to resolve the problem of senior year indifference.

The information collected and refined at the December 1974 meeting revealed three areas of solution:

1. Changes in the school program and curriculum to provide options and alternatives.

2. Changes involving the school and community; that is, students getting experience through community work and active participation.

3. Changes relating to an easier entrance from high school to post-secondary education articulation programs.

Examples of operating programs in each of these three areas were located in the high schools surveyed and briefly described for the report.

At the spring meeting of the Student Advisory Committee in 1975, the programs were discussed and categorized for a publication. The committee decided to add its recommendations on ways of improving the senior year to complete the study.

The material below is the work of the 1974-75 Student Advisory Committee and represents the efforts of a group of twenty New York State high school student leaders to find solutions to the persistent problems of the 12th year.

Rocco Marano
Batsheva Loebel
Specialists in Student Affairs

I. Identification of the Problem of "Senioritis"

Seniors afflicted by the condition called "senioritis" by most school officials are usually characterized by restlessness, anxiety over their future, inability to concentrate, apathy, and lack of motivation.

Through the discussions held with high school seniors from all areas of the State, the Student Advisory Committee members have found that the reasons for "senioritis" vary from school to school and from student to student.

Though there are great variations, one factor is outstanding. The senior year of high school has the least number of required courses, leaving it as the most flexible year in high school. The problem has been that the 12th grade in some cases may not have been used to its fullest potential. It could be a year for students to expand their education further into new and different areas, or it could be just a year to finish up.

Although this condition has been recognized and addressed for some time, recent concerns have accelerated efforts to correct it. Many more schools have designed programs which better serve the needs of high school students than was formerly the case.

II. Identification of Solutions

The school itself, the community, and nearby colleges provide many excellent sources of learning programs for seniors.

A. The School Itself

Programs have been used to instill a sense of responsibility and have promoted interest in fields previously unexplored. More flexibility in program structure enables the student to assume responsibility for his or her own learning. Programs which fall into this category are:

1. Independent Study

Some schools have instituted programs in which the students study one particular topic on their own. This stimulates students who prefer flexibility and freedom of movement to a rigid class structure.

Some of these programs are conducted by means of contracts. Students meet periodically with teachers to discuss their progress and to resolve questions. Other programs require projects that are completed within a specified time for credit.

2. Student-Managed Courses

In a number of schools, students who have studied a particular subject thoroughly are allowed to teach other students. This program has two major advantages. Students can experience teaching, and the program is extremely inexpensive.

3. Early Graduation

Students who wish to graduate a year or a semester early are allowed to do so by completing all requirements through an accelerated program. This system permits students whose interests lie outside the range of the courses offered to comply with State regulations for graduation without compromising their use of time.

4. Variation of Courses

A number of high schools have recently been offering new courses which differ from many of the traditional courses. Examples are: black studies, photography, journalism, film making, and local community histories.

B. School and Community

> John Dewey believed that man literally is a function of his environment and, as he responds to it and seeks to shape it to his own needs and ends, the environment becomes the function of man. This places heavy emphasis on the value of "living and doing" instead of, or in addition to, the more traditionally structured classroom activity.[1]

Frequently, learning can best be done through practical experience. Many kinds of work are learned on the job. For this reason many schools have allowed students to get practical experience before they enter full-time employment.

The following are comments of students who participate in a Community-As-School program in one New York State school district:

> "All of what I'm doing is really invaluable for my future."
> --a senior who works with a local disc jockey.

> "I've gotten to sit in on pretrial hearings and mortgage closings, because I plan to be a lawyer. I'm learning how to prepare a case, to cross-examine witnesses, and to write a brief. I'm particularly learning to communicate better with strangers, since that's a vital part not only of a lawyer's job, but also an everyday necessity."
> --a high school intern with a local attorney.

1. Work-Study Program

While there are many variations in these programs, they all allow the student to work at a job part time and attend school part time. Their courses taken in school are usually directly related to their work out of school.

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[1]Robert Leonard, "What Do I Do After I Say Good Morning: Retraining to Teach English Mini-Courses," The English Record, Summer 1973.

2. Student Intern Program

Various schools have instituted intern programs in which students spend a certain amount of time with a professional. For example, they may work as assistant to a doctor or a lawyer. This program gives students the opportunity to discover what various professions are like.

3. Student Volunteer Programs

Some schools permit students to spend part of their school time giving volunteer services to local institutions. Red Cross centers, hospitals, institutes for the blind, and homes for the aged are among such institutions. This is an excellent opportunity for any student interested in serving human needs.

C. School to College

> It is estimated that about 65 percent of New York's high school graduates now go on directly to some form of postsecondary education.[2]

Schools fortunate enough to have a college near them often work in conjunction with these colleges in sponsoring articulation programs; that is, programs which promote a smooth transition from high school to college.

1. Early Admission

Some colleges have begun to accept students after their junior year. Upon successful completion of the freshman year in college, which incorporates the State requirements for high school graduation, the student's high school grants a diploma to the student.

2. Advanced Placement

High school seniors can take a college-level course in high school. Grades obtained on special advanced placement examinations prepared by the College Entrance Examination Board are sent to colleges of the student's choice. Advanced credit and/or advanced standing may then be granted at the discretion of the college to which the student is admitted.

3. Credit for College Courses

Some districts provide college-level courses for seniors in the high school itself. The students are taught by a teacher qualified in college-level instruction or by a college professor who comes to the high school.

A student involved in this type of program is able to experience one aspect of college while still in high school.

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[2]Regents of the University of the State of New York, "The Articulation of Secondary and Postsecondary Education" (Albany, 1974), p. 5.

III. Other Problems Related to the 12th Year

In the interviews the Student Advisory Committee did not limit discussion to academic problems or to the senior year. By the senior year many problems which have started much earlier become apparent. Discussions centered on the following issues:

1. A number of Student Advisory Committee members reported that by the senior year, many students feel capable of making decisions about their course of study. However, by that time many students have been categorized and programmed according to ability. Ability grouping sometimes places students in separate classes according to their aptitude. This may result in limiting a student's access to learning experiences. The use of grouping which resulted in racial discrimination was held unconstitutionally discriminatory by a judge in Washington, D.C.[3]

   The guidance counselor is often the one person in the school who has the knowledge and ability to help students make choices. School officials need to be concerned about guidance counselors who do not offer sufficient information about the options each student has, or those who may classify students in categories that restrict their opportunities to learn.

2. The method of instruction most often experienced by the seniors interviewed, and reported by them as least stimulating, was the lecture. Different individuals, however, respond to different ways of learning. The lecture method does not fit the needs of all students. Schools provide other learning experiences such as demonstration, laboratory, independent study, peer teaching, contractual projects, community work experience, articulation programs, guest lecturers from the community, minicourses, and alternatives to high school credit requirements. Many of these programs have reported impressive results.

IV. Recommendations

Since the purpose of writing this paper is to identify the most urgent problems of seniors and to suggest solutions, the Committee, after much discussion, has arrived at a six-point program that, it is convinced, would adequately serve the needs of more students than the current system does:

1. Maintenance of the 12th Year

   One possible answer to boredom in the senior year might be for selected students to opt to eliminate the senior year. For the most part, seniors probably would feel more secure with a system that permits the option of keeping or bypassing the senior year. This would allow a certain amount of freedom and provide programs which expand learning experiences.

[3] Hobson vs Hanson, 269 F. Supp. 401 (D.D.C. 1967), as discussed in The Rights of Students by Eve Carey, Diane Divoky, and Alan Levine (New York. 1973), p. 103.

2. Maintenance of Current High School Diploma Requirements

Another possible solution to senioritis would be to increase the senior year course load by means of more classroom courses. This might only compound the difficulties, since many seniors are already dissatisfied with the present requirements. However, if the added credits required were to be earned as electives, if the schools were obliged to share course selections and curriculum planning with students, an increase in requirements might be valuable, assuming that the options stated previously were included.

3. Focus on Optional Programs

Optional education includes any method of learning that differs significantly from traditional methods and is accessible to students by choice. Samples of optional programs for enriching the senior year have been identified by Student Advisory Committee members. These programs are listed in the appendix of this report. The Student Advisory Committee is convinced that all schools should be aware of and should encourage any optional program which fits the needs of their students and the resources of their school and community.

4. Articulation of High School and Postsecondary Education

Articulation practices as suggested by the Regents of The University of the State of New York in Position Paper No. 21 identify options accessible to schools with college-bound students. These options should be available to any student who is both willing and ready to bridge the gap between high school and college.

5. Share Course Evaluation and Planning With Students

Since the educational process includes both teaching and learning, to restrict the student solely to the role of learner may create an imbalance. Some educators show a lack of respect for the ability of seniors to offer justifiable opinions on their own education. To share curriculum planning with students would reduce the imbalance and provide additional opportunities for student learning. In the opinion of the Student Advisory Committee, students should be consulted and allowed to participate in curriculum planning and evaluation at all stages so that their interests are considered.

6. Encouragement of Equal Opportunity

Interest in occupational and vocational courses and in subjects not required for college entrance is frowned upon by academically oriented students and teachers, according to students interviewed. They expressed anxiety about personal interests in nonacademic areas which may not be encouraged or respected by either their fellow students or the adult community. In the opinion of the Student Advisory Committee, all students deserve an education which fits their own needs. The heavy emphasis on academic subjects and on college entrance does not serve students interested in other areas.

> The committee recommends that means be diligently sought to raise pride in nonacademic accomplishments to a point equaling that ordinarily taken in a school's academic honors and achievements. It believes that respect for integrity of work in any legitimate occupation should be consciously promoted both for the sake of individuals and for the better health of society at-large.

The committee realizes that the State Education Department is already studying the Student Advisory Committee's suggestions and moving towards the resolution of some of them. We hope that all those involved in the educational process in New York State, whether on the local or State level, use these recommendations and take the essential steps to strengthen the senior year of secondary school.

Commissioner's Student Advisory Committee - 1974-75

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Richfield Springs Junior-Senior
High School
Richfield Springs, New York

Denise Johnson
William H. Maxwell Vocational
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South Glens Falls Senior
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Notre Dame High School
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S.S. Seward Institute
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Fiona Osborne
Vincent Smith School
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John Dewey High School
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Ralph McKee Vocational and
Technical High School
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Valerie Low
Greece Athena High School
Rochester, New York

William Goltsos
Eastport School
Eastport, New York

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West Side Catholic High School
Syracuse, New York

Dixie Mero
Ticonderoga Senior High School
Ticonderoga, New York

Carol McCann
Marymount Secondary School
Tarrytown, New York

Appendix A

SAMPLE PROGRAMS FOR ENRICHING THE SENIOR YEAR

Example 1 - SCHOOL ITSELF

TITLE: Independent Study Program

DESCRIPTION: Students study a specific topic within a subject area. They must submit a written contract describing their goals upon approval by the guidance counselor, appropriate faculty member, and the director of the program. They are assigned to a preceptor who advises students throughout the entire project. The final project is placed in the school library and presented to the college of the student's choice.

CONTACT: Mr. William Plunkett

ADDRESS: Syosset High School
Smith Woods Road
Syosset, New York 11791

PHONE: (516) 921-5500 ext. 314

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TITLE: Senior Project

DESCRIPTION: Seniors choose a subject and do research on this topic. They meet with an advisor on a regular basis and give progress reports in addition to a log report and two research papers.

CONTACT: Brother Gene Finnegan

ADDRESS: Iona Preparatory School
Wilmot Road
New Rochelle, New York 10804

PHONE: (914) 632-0714

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TITLE: Local History of Ticonderoga

DESCRIPTION: This course is offered to seniors and juniors who are interested in learning about the historic town of Ticonderoga.

CONTACT: Mr. Steven Boyce

ADDRESS: Ticonderoga High School
Calkins Place
Ticonderoga, New York 12883

PHONE: (518) 585-6661

TITLE: Student Aides

DESCRIPTION: Students work in the elementary wing helping teachers. Their role is similar to that of student teachers.

CONTACT: Mr. Robert Johnston

ADDRESS: Salmon River Central School District
Fort Covington, New York 12937

PHONE: (518) 358-2246

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TITLE: Problems in Biology

DESCRIPTION: This independent study program enables students interested in biology to pursue their particular interests.

CONTACT: Mr. Robert Johnston

ADDRESS: Salmon River Central School District
Fort Covington, New York 12937

PHONE: (518) 358-2246

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TITLE: ESEA Title IV Project

DESCRIPTION: This series of optional courses dealing with Native Americans enhances the students' pride and gives them an improved understanding of their culture and heritage. Some courses offered are history, racial and ethnic relationships, contemporary Native American literature, seminars in contemporary Native American problems. In addition, they have opportunities to work with the art of the culture.

CONTACT: Miss Barbara Barnes

ADDRESS: Salmon River Central School District
Fort Covington, New York 12937

PHONE: (518) 358-2246

TITLE: Senior Teaching for Minicourse Week

DESCRIPTION: Seniors who are well educated in a specific field suitable for a minicourse during the senior minicourse week are given the opportunity to teach other students who sign up for the course. The Minicourse Board must approve the student's application.

CONTACT: Sister Madeleine Cain

ADDRESS: Marymount Secondary School
Neperan Road
Tarrytown, New York 10591

PHONE: (914) 631-8314

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TITLE: Student Volunteer Program

DESCRIPTION: Students volunteer to be aides to teachers.
In-house tutors -- teachers can request volunteers to tutor in the high school.
Outside tutors -- students may be assigned to city elementary schools.
Students are supervised by the teacher requesting the volunteer and must sign in and out of the main office logs.

CONTACT: Mr. James Foley

ADDRESS: Human Relations Education
Buffalo Public Schools
Room 712 - City Hall
Buffalo, New York 14202

PHONE: (716) 842-3161

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TITLE: Woodlands Individualized Senior Experience (WISE)

DESCRIPTION: Provides the students with a means to extend their experience beyond the school. The school provides a bridge to the world beyond Woodland through:
-- internships, college courses, seminars, broad study choices, independent study, and career experiences.

CONTACT: Mr. Victor Leviatin

ADDRESS: Woodlands Junior-Senior High School
475 West Hartsdale Avenue
Hartsdale, New York 10530

PHONE: (914) 761-6000 ext. 316

TITLE: School Without Walls - Senior Project

DESCRIPTION: Every student who wishes to graduate must complete a senior project. It must show a significant amount of thought, hard work, and evidence of growth and development. The work is evaluated by a committee composed of two students, two staff members, and two community representatives of the student's choice. (It must be approved by the committee for graduation.)

CONTACT: Mr. Lou Marks

ADDRESS: School Without Walls
50 West Main Street
Rochester, New York 14614

PHONE: (716) 546-6732

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TITLE: Senior Alternative Experience

DESCRIPTION: The Senior Alternative Experience is a school program which allows about 10 percent of the seniors to fulfill their credits for graduation by community experiences, independent studies, tutorials, or regular courses in high school, college, or other schools. Pupils develop a quarterly contract with a faculty advisor. Two faculty members spend half of their assigned time in the program as advisors; a third member acts as an advisor and program coordinator. Thirty-five pupils are enrolled.

There are 80 places of study available to the students: community centers, industries, private businesses, etc.

CONTACT: Mr. Robert E. Drake

ADDRESS: Guilderland Central School
Guilderland Center, New York 12085

PHONE: (518) 861-8591 ext. 21

TITLE: Mock Marriages - Senior Health

DESCRIPTION: Mock Marriages attempts, in an unromanticized, unidealized approach, to sensitize young adults to facing problems in the future.

The program consists of three phases:
Phase I - Students choose partners and set a time for an interview with the instructor. Discussion ensues on vocations, analyzing vocational prospects, and investigating income from chosen vocations.
Phase II - Partners report on gross income, net income is computed, taxes withdrawn, and W-2 forms are filled out.
Phase III - Partners investigate housing.

The phases continue through the possible situations that young marrieds face. Food purchasing, loan application, household furnishing, and divorce are part of the scenario. It is hoped that the students learn how to work with one another.

Fourteen couples are involved and the program is part of the health program.

CONTACT: Mr. Charles Witherwax, Instructor

ADDRESS: Liberty Central Schools
162 North Main Street
Liberty, New York 12754

PHONE: (914) 292-5400

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TITLE: The Three I Program (Inquiry, Involvement, and Independent Study)

DESCRIPTION: The Three I Program of the New Rochelle Senior High School is an alternative program involving approximately 150 students and seven teachers.

Each student must complete the equivalent of 18 Carnegie units for graduation. The basic philosophy is that students must accept the responsibility for their own learning and should have considerable freedom to choose the courses and activities that will enable them to achieve their goals. The courses offered are determined as a result of open discussions between the teachers and students. Independent study and group projects create a variety of learning experiences which emphasize service to the community as well as personal growth.

Each teacher serves as the advisor for a group of about 22 students. The teacher meets weekly with the group and with individuals.

CONTACT: Mr. Donald Baughman, Teacher Coordinator

ADDRESS: New Rochelle High School, Clove Road, New Rochelle, New York 10801

PHONE: (914) 632-9000

TITLE: West Hempstead Independent Study Program (WHISP)

DESCRIPTION: Independent Study (WHISP) functions as an educational alternative which provides flexibility in the curriculum and promotes student assumption of responsibility.

Students work in academic areas or in a combination of service and academic areas. The program is designed for students who (1) want to complete their course work in a shorter time and go on to experience a fuller school year, (2) want to work in depth for a short time, (3) want to study or study and work in an area unavailable in school, and (4) do not function well in the classroom but are capable of responding well to incentives.

After a project is agreed upon the student works independently with course work and checks at weekly meetings with the coordinator or teachers. Monthly evaluations are done. Eighty-six students and 28 teachers are involved in the program.

CONTACT: Ms. Ann Ritt

ADDRESS: West Hempstead High School
400 Nassau Boulevard
West Hempstead, New York 11552

PHONE: (516) 483-7363

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TITLE: Students Tutor Students

DESCRIPTION: Students Tutor Students involves tutoring by members of the Honor Society who are available 1 day a week for 50 minutes after the regular school day. The tutors work with students who:

--can't take advantage of tutoring provided by their teacher because of other commitments at the times such service is available
--prefer a one-to-one relationship to a small-group tutoring relationship
--prefer to relate to a peer in a tutorial relationship
--wish to supplement teacher-student with student-student tutoring.

On the day prior to the tutoring session, members of the Honor Society report to the guidance area during their lunch period and select a student to tutor based on the subjects listed. Twenty to 30 members of the Honor Society actively participate, 300 sessions are held, and 200 students (10 percent of the student body) have used the service.

CONTACT: Mr. Irwin P. Jacovsky

ADDRESS: Farmingdale Public Schools
Van Cott and Grant Avenues
Farmingdale, New York 11735

PHONE: (516) 249-7600 Ext. 258

TITLE: Project Student Teacher Aides

DESCRIPTION: Project Student Teacher Aides (PSTA) meets a twofold problem:

1) How can assistance be provided to elementary teachers to bring about more effective teaching-learning in elementary grades and increase, as well, reading and general achievement scores?
2) How may 12th-grade students be given an opportunity to show that they can make logical and effective decisions in problem-solving exercises and real situations?

All 10th to 12th graders are invited to participate in the project. PSTA utilizes the talents of qualified high school students to enrich the curriculum of elementary school children. High school students with special knowledge of particular subject areas are encouraged to share their knowledge with elementary children.

CONTACT: Dr. Harold Switts

ADDRESS: Clinton Central School District
Clinton, New York 13323

PHONE: (315) 853-5574

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Example 2 - SCHOOL-COMMUNITY

TITLE: Executive High School Internships of America

DESCRIPTION: Executive High School Interns are juniors and seniors who take a semester's sabbatical from all their regular studies and serve as special assistants to officials in government, private nonprofit agencies, civic organizations, educational and cultural institutions, mass communications, and private business or industry. The program is a network of nationwide city school districts. Local sites are in New York City and Buffalo.

The success of the program is based on a close one-to-one relationship between the sponsor and intern. Interns are with their sponsors 4 days a week during regular business hours.

CONTACT: Ms. Sharlene Hirsch

ADDRESS: Executive High School Internships of America
680 Fifth Avenue, 9th Floor
New York City, New York 10019

PHONE: (212) 757-4035

TITLE: Student Intern Program

DESCRIPTION: Seniors work 2½ hours per day in the New York State School for the Blind or the Achievement Center for Retarded Adults. They serve as teachers, production supervisors, counselors, or aides. Also, they attend weekly seminars or class sessions. Two social studies teachers coordinate the program as well as supervise it.

CONTACT: Mr. William Barker, Principal

ADDRESS: Batavia High School
260 State Street
Batavia, New York 14020

PHONE: (716) 343-2480

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TITLE: Student Jobs

DESCRIPTION: Students are responsible for obtaining their own employment. These jobs are not necessarily related to their courses. They work for 1/2 day and attend school 1/2 day.

CONTACT: Mr. Harold Donovan

ADDRESS: Vestal Senior High School
Vestal, New York 13850

PHONE: (607) 757-2244

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TITLE: Co-op

DESCRIPTION: School works with industries to find students jobs related to their courses. Generally for business programs.

CONTACT: Mr. Harold Donovan

ADDRESS: Vestal Senior High School
Vestal, New York 13850

PHONE: (607) 757-2244

TITLE: Work-Experience

DESCRIPTION: Students work for 3 days and attend school for 2 days. This 4-week program includes a report from the employer on the progress made by the individual.

CONTACT: Mr. William Kerr

ADDRESS: Ticonderoga High School
Calkins Place
Ticonderoga, New York 12883

PHONE: (518) 585-6661

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TITLE: Community Resource

DESCRIPTION: Guidance counselors run this program, which is designed to give the student the chance to pursue individual interests by working in various community organizations. The students submit contracts which outline their particular programs.

CONTACT: Mr. William Plunkett

ADDRESS: Syosset High School
South Woods Road
Syosset, New York 11791

PHONE: (516) 921-5500 ext. 314

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TITLE: Senior Volunteer Program

DESCRIPTION: Seniors volunteer services 1 school day a week to work in a local institution; i.e., schools, hospitals, nursing homes, etc. This program broadens students' horizons and may help them in choosing careers.

CONTACT: Mrs. Marion Munns

ADDRESS: Stella Maris High School
Beach 112th Street
Rockaway, New York 11694

PHONE: (212) 634-4994

TITLE: School Community Service (SCS)

DESCRIPTION: Provides students with an opportunity for greater social commitment, responsibility, and self-esteem through experience in working with the community. SCS serves 15 elementary schools in the East Ramapo Central School District, three junior high schools, the two senior high schools, and about 25 community agencies.

CONTACT: Mrs. Esther Cember

ADDRESS: Spring Valley Senior High School
Spring Valley, New York 10977

PHONE: (914) 356-4100 ext. 242

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TITLE: Project Involvement

DESCRIPTION: Project Involvement provides an opportunity to explore a field which the student is considering as a vocation. This experience will help the student to decide whether the tentative choice is appropriate.

CONTACT: Sister Mary Walter

ADDRESS: Notre Dame High School
1400 Maple Avenue
Elmira, New York 14904

PHONE: (607) 734-2267

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TITLE: Alternative Program - Educational Options

DESCRIPTION: Opportunity for seniors to gain experience while working with various organizations in the community. The program runs from 10 to 20 weeks full time, and the student may decide where to work.

CONTACT: Mr. David Abram

ADDRESS: Cassadaga Valley High School
Sinclairville, New York 14782

PHONE: (716) 962-5115

TITLE: Career Apprenticeship Program

DESCRIPTION: The program's aim is to provide opportunity for seniors to explore careers in the community which are of interest to them as possible future careers.

CONTACT: Mrs. Esther Cember

ADDRESS: Spring Valley Senior High School
Spring Valley, New York 10977

PHONE: (914) 356-4100 ext. 242

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TITLE: Vocational Insight Program (VIP)

DESCRIPTION: School places potential dropout students in jobs of interest to them. They work 1/2 day and attend school 1/2 day.

CONTACT: Mr. Harold Donovan

ADDRESS: Vestal Senior High School
Vestal, New York 13850

PHONE: (607) 757-2244

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TITLE: Alternative Cycle Co-op Program

DESCRIPTION: Open only to seniors who have fulfilled their graduation requirements. The school works with the community in placing the students in jobs for one cycle (35 days). Students go to school the next cycle and continue alternating for the rest of the year.

CONTACT: Mrs. Barbara Budner

ADDRESS: John Dewey High School
50 Avenue X
Brooklyn, New York 11223

PHONE: (212) 373-6400

TITLE: Youth Opportunity Program

DESCRIPTION: Open to juniors and seniors who work up to 20 hours a week during the school year in the 22 mental hygiene and psychiatric institutions located throughout New York State.

CONTACT: Mr. Balfour Lohar

ADDRESS: Youth Opportunity
7th Floor
44 Holland Avenue
Albany, New York 12209

PHONE: (518) 474-5319

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TITLE: Ten/Ten Work Study Program

DESCRIPTION: The Work Study Program at the Roy C. Ketcham High School, Wappingers Falls School District, is designed to provide a meaningful vocational experience for future employment, to develop a value for education as it relates to employment, and to promote the child's interest in education while encouraging him to remain in school. The program provides students with full-time employment for 10 weeks in retailing and clerical skills complemented by 10 weeks in school. The two groups, totaling 24 students, are staggered so that while one group is employed, the other is in school. A flexible core curriculum has been developed by the students and teachers to provide out-of-school time for the students to work on the job. Curriculum is open-ended, growing out of experienced-based learning that allows for the needs and interests of the students.

CONTACT: Mr. Mario Conforti

ADDRESS: Roy C. Ketcham High School
Wappingers Falls Central School
Wappingers Falls, New York 12590

PHONE: (914) 297-3727

TITLE: Work Experience Program

DESCRIPTION: The Work Experience Program is a credit-granting program of work-related learning experiences which encourages exploration of occupational possibilities. The program is geared mainly toward career planning and personal decision making.

Weekly class sessions consisting of group discussion, individual counseling, values clarification strategies, employer evaluations, interest, aptitude and values inventories, audiovisual instruction, and occupational research constitute classroom activities. Records of all meetings are kept. On-the-job experience enrich the practical application of the program.

Since much of the students' time is spent out of the classroom, greater student responsibility is necessary. Students in the 11th and 12th grades may elect to participate in the program.

CONTACT: Mr. Gunther Lennhoff

ADDRESS: West Hempstead High School
400 Nassau Boulevard
West Hempstead, New York 11552

PHONE: (516) 483-7363

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TITLE: Community-As-School

DESCRIPTION: Community-As-School (CAS) places students in learning sites in the community at large. The placements are as varied as hospitals, lab work, physical therapy, elementary schools, schools for the handicapped, travel agencies, law offices, radio stations, recreation centers, architectural firms, jewelry shops, and county and town agencies.

Over 80 students are involved in one or more activities through the school service.

Only senior students may be part of the program and receive subject area credit. The CAS teacher acts as the facilitator, the guide and the supervisor who will conduct seminars and serve as a resource person.

CONTACT: Mr. Henry G. Nowicki

ADDRESS: Bellmore Merrick Central Schools
Meadowbrook Road
Merrick, New York 11566

PHONE: (516) 826-2200

Example 3 - SCHOOL-COLLEGE

TITLE: College Courses

DESCRIPTION: Students attend SUNY at Binghamton and Broome Community College for 1/2 days.

CONTACT: Mr. Roger Bell, Principal

ADDRESS: Vestal Senior High School
Vestal, New York 13850

PHONE: (607) 757-2281

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TITLE: Preenrollment Program

DESCRIPTION: Seniors are invited to take courses at the neighboring Jamestown Community College while still attending high school. They spend 1/2 day in high school and 1/2 day at the college.

CONTACT: Mr. David Abram, Principal

ADDRESS: Cassadaga Valley High School
Sinclairville, New York 14782

PHONE: (716) 962-5115

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TITLE: Three-One-Three Program

DESCRIPTION: Seniors are given the opportunity to take college courses in SUC Fredonia. The sponsoring school enrolls the seniors as full-time students and offers half the courses in the high school. The other half are taken at SUC Fredonia. In this way the student is enrolled in 3 years of high school, 1 year of both high school and college, and 3 years of college.

CONTACT: Mr. David Abram, Principal

ADDRESS: Cassadaga Valley High School
Sinclairville, New York 14782

PHONE: (716) 962-5115

TITLE: College Credits

DESCRIPTION: Students in the program take the courses necessary for graduation at the high school and are then free to take courses at State University College at Plattsburg and Clinton Community College.

CONTACT: Mr. Kevin Kildriff

ADDRESS: St. Johns Academy
59 Broad Street
Plattsburg, New York 12901

PHONE: (518) 563-6330

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TITLE: College Credit in High School

DESCRIPTION: Professors from St. John's University come to the high school and teach college courses to interested students. Students have the experience of college instruction while still in high school.

CONTACT: Mrs. Marion Munns

ADDRESS: Beach 112th Street
Rockaway, New York 11694

PHONE: (212) 634-4994

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TITLE: Marist - Poughkeepsie Bridge Program

DESCRIPTION: Spackenkill High School and Our Lady of Lourdes High School are participating in this program. Two college-level courses are taught at the Spackenkill High School by high school faculty. Three courses are taught on the Marist College campus by professors in the Spackenkill program. All courses both in the high school and college are taught by Marist professors in the Our Lady of Lourdes program.

CONTACT: Mr. Peter O'Keefe

ADDRESS: Marist College
Poughkeepsie, New York 12601

PHONE: (914) 471-3240

TITLE: James E. Allen, Jr. Collegiate Center

DESCRIPTION: High school seniors enter this 4-year program directly from their 11th year. The curriculum is treated in an interdisciplinary manner and incorporates the State requirements for high school graduation. The students live on campus. After successful completion of the first year, a high school diploma is granted by the student's high school.

CONTACT: Dean Seth Spellman

ADDRESS: James E. Allen, Jr. Collegiate Center
SUNY at Albany
135 Western Avenue
Albany, New York 12222

PHONE: (518) 472-7424

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TITLE: New York University - Early Admissions Program

DESCRIPTION: Students enter the College of Arts and Sciences after completing most of their college entrance academic programs by the end of their junior year. Students enter the college as freshmen and have equal status with the other students.

CONTACT: Dean Philip Mayerson

ADDRESS: New York University - College of Arts and Science
Washington Square
New York City, New York 10009

PHONE: (212) 598-2425

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TITLE: Articulation - Early Admission

DESCRIPTION: Capable students who have finished all their requirements for graduation at the end of grade 11 are eligible. Arrangements with the State University College at Potsdam and the State Agricultural and Technical College at Canton were made to admit students as nonmatriculated students.

CONTACT: Mr. Norman Whyte

ADDRESS: Colton Pierrepont Central School
Colton, New York 13625

PHONE: (315) 265-2040

TITLE: College Program for High School Seniors

DESCRIPTION: CUNY-Manhattan Community College initiated a college study for high school seniors at Park East High School, Brandeis High School, Haaren High School, Mable Dean Dacon High School, and Chelsea High School.

Under the program, highly motivated seniors recommended by high school advisors are enrolled in college-level courses conducted by college instructors at the participating high schools. Courses are scheduled at hours convenient to students.

Tuition fees have been waived by the Board of Higher Education. Students are permitted to earn a maximum of six college credits for transfer purposes.

The program seeks to promote greater articulation between college and high schools in Manhattan and to encourage high school students to enroll in the college.

Open house, another feature of the program, acquaints students with college offerings and procedures for financial aid as well as providing students the opportunity to meet college counselors and faculty members informally.

CONTACT: Dr. Arnold H. Scolnick

ADDRESS: Office of Continuing Education
Manhattan Community College
1633 Broadway
New York, New York 10019

PHONE: (212) 262-3512

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TITLE: Inter College Year

DESCRIPTION: The Inter College Year smooths the transition from high school to college or the business world. Students are required to take at least one academic course at the high school, which can be combined with various courses, and either an unpaid internship or a paid part-time job in a business or profession they choose.

CONTACT: Mr. Bernard S. Miller

ADDRESS: Hunter College Campus School
New York, New York 10021

PHONE: (212) 360-5003

TITLE: Articulation - Early Admission

DESCRIPTION: Five students of Pembroke High School attend Genesee Community College on a full-time basis. Upon the successful completion of appropriate college studies, students receive their high school diplomas.

To qualify for college credit toward a high school diploma, a student must have substantially completed high school course work with a small number of units left unfinished.

A student initiated written request and a formal interview with the board of education are required. All expenses are met by the students themselves.

CONTACT: Mr. Richard Nealon

ADDRESS: Pembroke Central School District
Routes 5 and 77
Corfu, New York 14036

PHONE: (716) 599-4525

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TITLE: College in Escrow

DESCRIPTION: College in Escrow has five goals:

1) To provide a meaningful senior year for all students by encouraging them to take courses at the nearby community college
2) To give students a college experience while still in high school
3) To enable students to accrue college credit for use as transfer credit upon graduation
4) To give students the opportunity to pursue courses not offered in high school which meet individual interests
5) To encourage students to be exposed to a college experience to help them decide whether or not to extend college full-time upon graduation.

The 40 students enrolled in the program work extensively with their guidance counselor to determine their individual schedules.

CONTACT: Mr. Patrick Naso

ADDRESS: Fallsburgh Central School District #1
Fallsburgh, New York 12733

PHONE: (914) 434-6800

TITLE: Project Advance

DESCRIPTION: Project Advance is a program designed to provide a bridge between high school and college. Begun in spring of 1973 with five cooperating school districts in the environs of Syracuse and one in Lewiston-Porter, the program offers high school students the opportunity to do college-level work and earn regular Syracuse University credit which may be transferable to other accredited institutions.

The courses are taught under the direct supervision of university faculty by specially selected and trained high school teachers as part of their regular teaching load. Courses available in 1973 were communications, drugs in perspective, psychology, human values, and English.

In 1973, 41 high school teachers were trained at summer workshops and 400 high school students took the opportunity to earn over 3,000 college credit hours.

In 1974-75 over 40 schools participated. An additional course was offered in music. It is anticipated that calculus and sociology will be added in 1975-76 with over 60 schools participating.

CONTACT: Mr. Robert E. Holloway

ADDRESS: Syracuse University
121 College Place
Syracuse, New York 13210

PHONE: (315) 423-2404

Appendix B

SUGGESTED QUESTIONS FOR INTERVIEW WITH SENIORS

1. What has been your experience with your school's 12th-year program (i.e. good, bad, exciting, boring, helpful, wasteful, etc)?

2. Have you encountered any problems with your present program?

3. What problems have others had with the 12th year?

4. Are there enough options for you in the 12th year?

5. In general are there enough options in the 12th year?

6. What are your suggestions for improving the 12th year?

7. Does your school have optional or experimental programs?

8. Are you involved in an optional program? If so, please explain.

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